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ABSTRACT

The report includes three papers on the exceptional bilingual child and summaries of 22 bilingual/bicultural special education federally funded training programs. The first paper "Bilingual Special Education Report" by P. Landurand describes Massachusetts' Bilingual Special Education Project (BISEP) which has cooperated with regional education centers in developing a clearinghouse, resource directory, and training workshops for school personnel. N. Dew and R. Perlman ("The Illinois Resource Center: A Model Program for the Provision of Support Services") describe the activities of a state resource center in the areas of inservice, publication and dissemination, and teacher training. In "Mainstreaming Inservice Project for Children of Limited English Speaking Ability," A. Schuhmann and M. Napoliello review a program at Kean College, New Jersey, for special education, bilingual education, and teachers of English as a second language. The 22 project descriptions concluding the paper provide a brief summary of each project as well as the name and address of a contact person. (CL)

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BRIDGING THE GAP
BETWEEN BILINGUAL AND SPECIAL EDUCATION

Patricia Landurand
Nancy Dew and Ron Perlman
Ana Maria Schuhmann and Mihri Napoliello

August 1980

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INTRODUCTION

This ERIC Exceptional Child Education Report presents information about some of the efforts being made to bridge the gap between bilingual and special education. The main focus of this report is on programs that bring together two or more agencies or departments in order to better serve the needs of the bilingual handicapped child.

The Report is divided into two parts; the first section includes three papers presented at a Roundtable Session on The Exceptional Bilingual Child in Philadelphia on April 21, 1980.

The first paper, by Patricia Landurand, describes the Bilingual Special Education Project (BISEP) in Massaschusetts. This project developed from the collaborative efforts of the Massachusetts Advisory Council of Bilingual Education to the Department of Education and the Bilingual Special Education Training Group Task Force within the Division of Special Education's Manpower. The project serves the full spectrum of handicapped minority children and youth in Massachusetts.

The second paper, by Nancy Dew and Ron Perlman, describes the activities of the Illinois Resource Center established through a grant from the Illinois State Board of Education to provide supportive services to school personnel associated with bilingual education programs.

The final paper, by Ana Maria Schuhmann and Mihri Napoliello, describes a Mainstreaming Inservice Project for Children of Limited English Speaking Ability in New Jersey. Inservice training is designed to expand the bilingual/bicultural awareness of resource teachers and child study team members, and to enhance the instructional competencies of bilingual/bicultural education teachers in dealing with handicapped LESA students.

The second part of the Report contains descriptions of 22 bilingual/bicultural special education training projects funded in fiscal year 1979 by the Bureau of Education for the Handicapped (BEH)/Division of Personnel Preparation (DPP). Out of those presented, 12 offer preservice training, 6 provide inservice, and 4 others comprise both preservice and inservice components. These projects are located in 10 states: Arizona, California, Colorado, Illinois, Kansas, Massachusetts, New Jersey, New Mexico, New York, and Texas. Few of these projects operate in collaboration with agencies outside their sponsoring institutions; however, many projects establish liaisons with other organizations which provide resource information, technical assistance, and/or service delivery.

It should be noted that the projects described by Landurand and Napoliello are among those listed in this section.

Part II is taken from a Workshop Report: Issues in Bilingual/Bicultural Special Education Personnel Preparation conducted on Februrary 4-5, 1980 at the University of Maryland. The Report was prepared by the Association for Cross Cultural Education and Social Studies, Inc., (ACCESS).

Appendix A provides a sample form taken from A Directory of Bilingual Special Education Resources in Massachusetts.

Part I. Presentations from the Roundtable on the Bilingual Exceptional Child

BILINGUAL SPECIAL EDUCATION REPORT

Patricia Landurand

Overview of Bilingual Student Population in Massachusetts

In Massachusetts public schools, approximately 48,000 students speak a primary language other than English. Of these 48,000 students, roughly 18,000 are considered to be of limited English proficiency. The largest linguistic minority population in Massachusetts is Spanish. However, there are populations of school age children living in homes where the main language is Armenian, Cape Verdean, Chinese, Finnish, French, Hebrew, Greek, Italian, Korean, Polish, Indian languages, Portuguese, Russian, Syrian or Vietnamese. The three dominant linguistic populations are Spanish, Portuguese, and Chinese.

Many of the 18,000 limited English proficiency students are enrolled in the 45 communities with transitional bilingual programs. These programs are in both suburban and urban school systems throughout the state. However, only a portion of the 18,000 students classified as limited English proficient, in fact, receive services of a bilingual program. According to state law, in Massachusetts communities with fewer than 20 limited English proficiency students in a particular language group, the school system does not have to implement a bilingual program in that language. On the other hand, in communities where a complete bilingual program does exist, some parents, preferring the immersion model, elect not to have their children participate in a transitional bilingual education program. Therefore, for various reasons, many linguistic minority students have serious language needs that are not being addressed, despite the many legal protections guaranteed those students by state and federal mandates.

The Bilingual Special Education Project

The Bilingual Special Education Project (Project BISEP) was created in October, 1977, in response to concern for the lack of services for bilingual special education. Both the Massachusetts Advisory Council for Bilingual Education in the State Department of Education and the Bilingual Special Education Training Group Task Force within the Division of Special Education's Manpower Project corroborated the lack of services for bilingual special education students. On January 20, 1977, the group met for the first time, in order to discuss the definition of bilingual special education, issues, problems, needs, and personnel roles. The task force identified and clarified a number of state and local level needs and served as an impetus for the subsequent funding and staffing of the Bilingual Special Education Project (BISEP), which became operative in October, 1977.

The Bilingual Special Education Project is managed by a Director and an Assistant Director, and employs one part time administrative assistant and short term temporary consultants. In 1977, the project was affiliated with the Division of Special Education and had direct lines of responsibility with the Statewide Federal Planning Project. As of October, 1978, BISEP became part of the Bureau of Program Development and Evaluation of the Division of Special Education and has been funded through state discretionary money. In

order to coordinate efforts with other divisions, the project maintains permanent communication with the Bureau of Transitional Bilingual Education, Division of Curriculum and Instruction, Bureau of Equal Educational Opportunity, and the Division of Vocational Education. In addition, it maintains ongoing communication with both the Massachusetts Bilingual Advisory Council and a BISEP Advisory Task Force.

Prior to Project BISEP, data about students needing services, the number of fully trained personnel, and the number of bilingual special education training programs was inadequate and unreliable. There was also a lack of awareness about the availability of needed resources for nondiscriminatory testing and delivery of services to linguistic minority students with special needs.

Based on evidence of a lack of services for linguistic minority special education students, Project BISEP established the long range goal of providing quality bilingual special education programs for such students. In order to attain this overall objective, the following short range objectives were developed for the first year of the proposed project:

1. To define the populations to be served
2. To identify programs necessary to service language minority/special education students with disabilities
3. To define personnel needs to develop and implement programs
4. To identify ongoing model bilingual/special education programs and resource personnel inside and outside the local educational systems
5. To establish a statewide bilingual special education advisory task force
6. To identify available assessment and special teaching materials for use with potential language minority/special education students
7. To establish a central office resource center for information on testing materials and techniques, resource personnel and resource agencies, to be integrated with regional centers
8. To develop a statewide dissemination plan for sharing expertise and materials

After October, 1978, BISEP determined statistically that approximately 5,200 bilingual children statewide required special education services. This figure was derived from applying the minimal special needs incidence figure (12%) to a bilingual population in Massachusetts of 43,464. In addition, according to the approximate figures that the Bilingual Special Education Project compiled using a voluntary survey (52% return rate) completed by local special education directors in Massachusetts, only 1,955 children (4.5%) of the total bilingual population had either been placed in special education prototypes or had been identified as children potentially needing special

services. Furthermore, of those students classified as having special needs, most were in restrictive programs (with more than 60% of the student's time spent outside the classroom), where little mainstreaming occurs.

Based on these statistics and the fact that the exact percentage of linguistic minority students needing special services was unknown, the Bilingual Special Education Project designed and conducted a qualitative and quantitative needs assessment in 45 school districts with Transitional Bilingual Programs. Each town in Massachusetts with Special Education and Transitional Bilingual Programs was visited to obtain first hand knowledge of Bilingual Special Education and a sense of its future possibilities.

The on site visits established direct contact with local staff and informed local school administrators in these 45 school districts about Project BISEP. During October through December the on site interviews were conducted and by December 31, 1977, the first draft of the needs assessment was completed and disseminated to Regional, State Department Personnel, Federal Planning Project Directors, Special Education Directors, Transitional Bilingual Education Bureau Directors, and BISEP Task Force members.

Regional Education Centers

The first major cooperative endeavor of BISEP with the regional educational centers of the State Department of Education was to organize administrative workshops in each of the five educational regions. The 173 participants in these workshops were Special Education Directors, Bilingual Directors, and support personnel involved in the initial on site interviews. These workshops included clarification of the needs assessment finding and priority setting according to regional needs. Some major problems related to the provision of services to linguistic minority students with special needs that were identified in the five regional administrative workshops included:

-- The uneven geographic distribution of the population and consequently the logistics of providing services to low incidence language minority children

-- The varieties of languages and (within language groups) national/cultural backgrounds involved

-- The lack of training programs and personnel for bilingual special education

-- The wide variations of needs of different local educational agencies

-- The ethnocentric attitudes towards students of other cultures and languages

-- The lack of sufficient integration of language minority special education students and language minority students in regular classrooms

-- The lack of information about nondiscriminatory instructional and assessment materials

-- The inadequate early identification screening and assessment instruments for use with language minority students

-- The lack of information about existing bilingual special education model programs

-- The lack of fully trained bilingual special education personnel

-- The lack of research in bilingual special education

-- The lack of intertown and intratown collaboration

-- The lack of 766, 94-142, and IEP design and development inservice training for bilingual and bilingual special education staff

-- The lack of college/university involvement in the development of preservice and inservice programs in this area

-- The lack of communication between special education and transistional bilingual education administrators and staff.

The above problem areas were then analyzed and grouped by special education and bilingual directors in the following major categories of concern:

-- The need for effective bilingual special education programs and models

-- The need for staff inservice and teacher consultation

-- The need for fully trained bilingual special education teachers, counselors, social workers, specialists, and teacher aides

-- The need for increased parental involvement, materials for public communication, and programs for parent training and education

-- The need for culturally and linguistically appropriate screening and assessment approaches and materials

State Conference

In addition to conducting a comprehensive needs assessment, Project BISEP conducted a statewide conference on assessment techniques and materials during the spring of 1978. The conference, "Diagnosis and Intervention in Bilingual Special Education: Searching for New Alternatives," dealt in depth with major topic areas such as:

1. "Cultural Diversity: Implications for Educational Change"

2. "Identification of Linguistic Ability of Students Whose Home Language is Other than English"

3. "A Model for Kindergarten and First Grade Screening of Linguistic Minority Children Who May Have Special Needs"

4. "While You Get an Assessor: An Eight Point Action Plan"

5. "Sociolinguistic Dimensions of Bilingual Assessment"

6. "Perspectives in Assessment and Educational Planning for Bilingual Special Education"

Conference participants were limited to 200 invited school and agency personnel who were directly involved with linguistic minority students.

Bilingual Clearinghouse

A third major achievement of the Project during its first year of operation was the establishment of a Statewide Bilingual Clearinghouse. The BISEP Clearinghouse that has been ongoing for the past two years contains information in six major areas. The first area involves bilingual special education human resources in the state. This area includes information about public school personnel, private agencies, universities and colleges, hospitals, social service agencies, and community agencies. The second component of the Clearinghouse includes bilingual special education materials and curricula. Because of the paucity of commercially made and teacher made material, there is limited information in this area. The third component, a placement center, includes resumes of individuals seeking positions as well as a list of positions available in public schools. Although there are very few qualified bilingual special education personnel within the state and many available positions in this area, placements have been made. The fourth component, the Job Bank, has not been implemented because of a lack of staff. However, the function of the Job Bank was to compile and disseminate (1) a list of industries willing to train and hire prospective linguistic minority special education secondary students and (2) a list of schools and liaison school personnel working with bilingual special education students. The fifth component in the Clearinghouse includes model program leaders in bilingual special education in the United States and U.S. territories. Finally, a research component was included in order to compile and disseminate the latest research articles in the area of assessment and service delivery for minority students.

Bilingual Resource Directory

As an outgrowth of the Statewide Clearinghouse, BISEP developed and disseminated an extensive Bilingual Resource Directory. This statewide directory includes the names and functions of bilingual people and agencies servicing linguistic minorities. The directory serves as a linkage network for people working with linguistic minorities. By design, the Directory was widely disseminated and encourages interagency collaboration among personnel from local school systems, universities, hospitals, and various agencies throughout the state. (See Appendix A.)

Training Workshops

Beyond the role of maintaining the Clearinghouse, the Project is primarily involved in developing and implementing many statewide regional and local training workshops in the area of bilingual special education. The Project has conducted statewide training for psychologists in the area of nondiscriminatory assessment of linguistic minorities youngsters, for administrators in the area of legal issues and program planning in minority special education, and for speech therapists in assessing language development of linguistic minority students. The majority of training, however, has been focused on bilingual teachers and special education teachers. Courses such as Methods and Materials in Bilingual Special Education and Understanding Cultural Awareness have been developed and piloted with teachers. The first course was designed to help teachers screen for special needs, measure students' language proficiency, modify classroom environment, and design and evaluate individual educational plans. The second course, Cultural Awareness, involved the teachers in experiences designed to help them understand and utilize nonverbal communication. Training packages such as Nonverbal Communication and Manual for Identification of Limited English Proficiency Students with Special Needs have been published by BISEP and copies are available through the Project. Both of these publications are an outgrowth of these two courses.

Advocacy Efforts

During Project BISEP's second year of implementation, a report, entitled Double Jeopardy, was released in the summer of 1978 by the Massachusetts Advocacy Center as part of a multistage effort to address and remediate the problems of continuing racial discrimination in special and regular education in Massachusetts. The study cited 15 towns in Massachusetts for prima facie denial of appropriate special education services to linguistic and racial minority students. After analyzing the data from the State Department of Education, the study concluded that in Massachusetts a situation exists involving both overenrollment and underenrollment of minority youngsters in special education. Of the Hispanic and Black students enrolled in the communities cited for prima facie denial, a high percentage was receiving special education services in very restrictive settings. On the other hand, racial and ethnic minorities were underenrolled in out-of-district private placements. Massachusetts Advocacy's study has resulted in continuing involvement between the Division of Special Education and towns cited. The Bureau of Program Development and Evaluation within the Division of Special Education has coordinated and monitored the investigations, the development of local school system plans to remedy the existing situation, and the ongoing negotiations and technical assistance needed to implement the remedies.

Bilingual Special Education Graduate Programs

Along with providing technical assistance to communities cited for prima facie denial of special education services to minority students, since September, 1979, BISEP has initiated and funded two model bilingual special education graduate programs. One program is at Regis College in Weston, and the second program is at Fitchburg State College with a site at Westfield State College. Of the 162 certified bilingual teachers in Massachusetts who applied to participate in this licensure program, only 60 were selected.

These teachers are now enrolled in a part time two year licensure program in special education and have been awarded this opportunity tuition free. The model used at Fitchburg State College is the Teacher of Children with Moderate Special Needs Model, and the model at Regis College is the Generic Teacher Model.

Both colleges responded to the Request for Proposals initiated by BISEP and were selected among other college applicants for the pilot training programs designed to bridge the gap between bilingual, special, and regular education. It was the intention of BISEP to pilot two different models. The first model, at Fitchburg State College, was designed by modifying and adapting the regular special education program already existing in the college. The second model, Regis College's bilingual generic model, was designed as a total training approach for incoming bilingual teacher trainees. Because many of the tasks confronting future bilingual generic specialists are extremely complex, new competencies were included in the program, such as understanding and applying legislation, advocacy skills, and interagency planning.

Inservice Training

Recognizing the need for both inservice training to local school personnel and the need to develop alternative local models for service delivery in target city schools, Project BISEP, through the Division of Special Education, submitted to the U.S. Office of Education, as part of its new Program Assistance Grant for academic year 1979-1980, an inservice training component entitled Consulting Bilingual Special Educator Training. In this grant, 20 school personnel (bilingual special educators, bilingual teachers, and monolingual special education teachers), servicing limited English proficiency students in four school systems in the Northeast Educational Region of Massachusetts, will receive training in bilingual special education. The participants will function as four system teams, in order to develop models of assessment and service delivery that are appropriate to use in their particular systems.

Interdivisional Model

Most recently, BICEP has begun working with selected local school systems on a model Interdivisional Approach to Bilingual Special Education. The local and state personnel attempting to implement the model believe that this interdivisional process approach will allow for the overall goal of providing each linguistic minority student a comprehensive evaluation prior to placement in a regular educational program. The comprehensive assessment will include assessment of the student's native language proficiency and English proficiency and a diagnostic educational assessment in math and reading. The student's educational and medical records will be interpreted and used for educational planning. Finally, home visits will be made by people skilled in the parents' language and culture. Information from the home assessment will be analyzed and incorporated in the placement decision.

Although these "intake" procedural components of the model will rely heavily on bilingual personnel, the interdivisional process model allows nonbilingual personnel to share in the responsibility of developing procedures and diagnostic instruments, and of sharing interpretations. This proposed model is one of a building level team, consisting of an English-as-a-second-language teacher, bilingual teacher, special education teacher, reading teacher,

a counselor, a regular education teacher, and the building principal. The purpose of the building team is to (1) develop a systematic evaluation intake procedure, (2) implement the procedure, (3) arrive at a profile of the child's current functioning level, and (4) recommend appropriate placement. The building team will be involved in such tasks as deciding how to determine language dominance and proficiency levels in both languages; developing a parent questionnaire for home surveys; and developing a diagnostic informal reading inventory for both the student's native language and English. Overall, the team should function as a supportive ongoing group that not only arrives at a diagnostic prescriptive educational plan for the student, but continues to re-evaluate the plan and program and recommend needed program changes. For example, if the student displays a reading lag, Title I services may be sought, using the skills of the team's reading teacher. If a student displays weakness in auditory functioning, the special education member of the team can consult with the bilingual and ESL teachers in order to strengthen this area and yet teach to other stronger modalities.

In summary, the interdivisional, interdisciplinary building team model proposed by BISEP is designed to provide teachers of linguistic minority students with more support. In this way, linguistic minority students will receive more appropriate services as well as more program options. By employing a team approach, key staff will be able to share their specific skills and the "gestalt" of all the specific skills will help to better serve culturally and linguistically different students.

Linguistic minority students are the responsibility of all school personnel. Therefore, meaningful and successful programing for those students can only occur when all school personnel view this issue as their responsibility.

THE ILLINOIS RESOURCE CENTER (IRC): A MODEL PROGRAM FOR THE PROVISION OF SUPPORT SERVICES

Nancy Dew and Ron Perlman

Overview of Bilingual Education in Illinois

In recent years, the Illinois State Board of Education has adopted an aggressive policy with regard to the provision of linguistically and culturally relevant educational programs to elementary and secondary school students whose mother tongue is other than English. Programs of transitional bilingual education have been mandated since 1976 pursuant to Article 14C of the School Code of Illinois and serve approximately 30,000 children from 27 different language backgrounds. This represents but a fraction of the more than 137,000 children of non English background enrolled in Illinois public schools. Obviously, any appropriation provided by the Illinois General Assembly goes first to those children in greatest need of bilingual services. In the case of this particular student population, need is defined by the degree of English language proficiency. Hence, children currently served by bilingual programs are assumed to be those who are least proficient in English.

Historical Background of the IRC

In 1972, the Illinois Resource Center (IRC) was established through a grant provided by the Illinois State Board of Education. The Center's primary goal is to provide supportive services to school personnel associated with bilingual education programs in order to improve the quality of education of the limited English proficient child. Interestingly, at the time the Center was conceptualizing its plan for delivery of services, the Illinois General Assembly adopted House Bill 1097 (Public Act 77-1523, September 10, 1971) which reads: "No child who comes from a home in which a language other than English is the principal language used may be assigned to any class or special education program until he has been given, in the principal language used in his home, tests reasonably related to his cultural environment." It was, therefore, at an early juncture that the newly established Center decided to incorporate within its workscope a plan to provide assistance to school districts in the assessment, diagnosis, and remediation procedures for exceptional children of diverse linguistic and ethnic backgrounds. Steps were immediately taken to identify bilingual psychologists in Illinois who could assist in the proper assessment and evaluation of students from various language and cultural backgrounds. Within the first months, more than 100 requests had been made by school districts throughout the state for the services of those bilingual psychologists, aiding significantly in the appropriate diagnosis of limited English proficient students. A product of the initial efforts of the Illinois Resource Center (IRC) to provide this kind of assistance to school districts is the Illinois Registry of Personnel with Special Skills in the Assessment of Bilingual/Bicultural Students and Others with Unique Language Needs (Crowner, 1980).

Extensive efforts are being made to determine reliable assessment procedures, with predictive validity, for linguistic minority children. However, this information has yet to filter down to the majority of teachers and other

personnel charged with the responsibility of student assessment and appropriate individual curriculum planning. Moreover, school administrators are still reluctant to adopt special education programs which take into account the linguistic and cultural needs of the limited English proficient child once an exceptionality has been properly determined. The IRC has attempted to resolve this through a multifaceted delivery of services. Those services include: (1) a comprehensive and ongoing inservice program for teachers and other pupil personnel in school districts serving children of linguistic minority origin, (2) the publication and dissemination of manuscripts treating specific issues relevant to the education of the limited English proficient student, and (3) special programs of study made available to bilingual teachers wishing to pursue additional coursework in special education, emphasizing the needs of the bilingual child.

Inservice Program

The IRC has sponsored a number of workshops that directly relate to assessment and development of appropriate special education programs for the limited English proficient child. Subject matter has included nonbiased, nondiscriminatory assessment procedures, the determination of language proficiency through psychometric and edumetric measurements, specific programs of remediation for the LEP child in the least restrictive environment, behavior management techniques*, and the role of culture in the educational process of the exceptional bilingual child. Additionally, we have invited special education administrators from district and cooperative programs to a conference entitled "Addressing the Special Needs of Limited English Proficient Children: An Examination of Exceptional Children of Linguistic Minority Origin." The two day session offers pertinent information of legislation, identification, and referral procedures; nondiscriminatory assessment procedures; and program development.

Publication and Dissemination

The IRC houses a collection of manuscripts, bibliographies, articles, and transcriptions that are made available to any interested teacher, administrator, or pupil support personnel. Recently, the Center has published three documents that have been widely distributed and well received throughout the state. They include: National Origin Minority Children and Standardized Achievement Testing (a paper), Non-English or Limited English Speakers and Intelligence Testing (a complete informational packet), and the transcription of the Conference on Special Education Needs of Multicultural/Multilingual Children, which took place in March, 1979, and was sponsored by the Midwest National Origin Desegregation Assistance Center, University of Milwaukee. Additionally, data have

*It is interesting to note that emphasis of study on the exceptional bilingual child has been in the domain of learning problems, yet one might suspect a high incidence of temporary behavioral disorders due to the acculturation process experienced by virtually every child of a linguistic and cultural background distinct from the dominant, mainstream, Anglo culture.

been gathered from a needs assessment distributed to Illinois public school districts to determine the extent to which bilingual exceptional children are being served by existing special and/or bilingual education programs. Data have also been collected from state institutions of higher learning concerning the availability of training in bilingual special education. This information will be on file at the IRC in the near future.

Teacher Training

In the summer of 1980, the Center initiated a teacher training program in conjunction with an institution of higher education to enable bilingual teachers to receive certification in special education with a concentration in learning disabilities. The program is innovative in that students participate in three distinct yet interrelated activities--a series of special education courses required for LD Special Education certification in accordance with the Illinois State Certification Board; two practica whereby each student is assigned to work with several children of limited English proficiency under the direct supervision of a fully certified special education faculty; and a series of workshops focusing on the unique competencies to be learned by teachers who work with exceptional children of limited English proficiency.

The goals of this training program reflect the central efforts of the IRC in assisting teachers who work with exceptional limited English proficient students. They are:

(1) To provide classroom teachers with an understanding of current issues in bilingual special education

(2) To provide classroom teachers with an in depth understanding of special education needs with the focus on exceptional bilingual children

(3) To provide classroom teachers with the skills necessary for the assessment of a bilingual child's level of educational and behavioral functioning

(4) To provide classroom teachers with the skills necessary for the formulation of a bilingual child's Individualized Educational Program(IEP)

(5) To provide classroom teachers with the skills necessary to plan remediation programs through the use of appropriate curriculum designs

(6) To assist teachers in the effective utilization of behavior management techniques, and

(7) As a long term objective, to supply a cadre of bilingual teachers who can provide services to children of limited English proficiency with special needs.

It is the hope of the IRC that the provision of services such as comprehensive inservice programs, publication and dissemination of essential information, and teacher training will have a direct and powerful impact on the proper assessment and program placement of exceptional children from diverse linguistic and cultural backgrounds on a state and local level.

MAINSTREAMING INSERVICE PROJECT FOR CHILDREN OF LIMITED ENGLISH SPEAKING ABILITY

Ana Maria Schuhmann and Mihri Napoliello

Special Education Children of Limited English Speaking Ability

Throughout the state of New Jersey there are at least 2,200 children in bilingual programs who are in need of special education services because of their mental, physical, or emotional handicaps. These children are receiving bilingual education services but not special education services, because they have not been officially identified as handicapped.

A second group of limited English speaking ability (LESA) children includes those who have officially been identified as handicapped. According to the State Department of Education the number of children in this group is approximately 3,000.

The students of both groups are between the ages of 5 and 20 and are mainly from urban areas. In one large urban public school system where there are about 1,800 special education students, 500 need bilingual education services. Although the majority of these children are of Spanish background, there are Italian, Asian Indian, Haitian (French/Creole), and Chinese students also in need of bilingual special education.

Manpower Needs

In its report to the Bureau of Education for the Handicapped of August, 1978, the New Jersey SEA estimated that a minimum of 5,000 general education teachers are serving children with handicaps in mainstream settings as a result of P.L. 94-142. Although there are no concrete figures to show how many bilingual education classroom teachers are working with children with handicaps in mainstreamed settings, we can assume that it is a significant number and one that will grow as the mandates of this and other legislation continue to take effect.

There is currently a great need for:

1. Resource room teachers who can meet the special needs of the LESA child;

2. Bilingual Education and English as a Second Language (ESL) classroom teachers who can identify and service the handicapped child who has been mainstreamed into a bilingual setting; and

3. Bilingual Education and ESL classroom teachers who can identify and service the child with speech and language disorders.

Kean College Program

Kean College has been a pioneer in meeting the needs of LESA children in New Jersey since 1971 by establishing a Center of Bilingual Education and developing

programs to train bilingual education and ESL teachers. With the implementation of this innovative one year inservice program, Kean College began a pilot project addressed to meet the special needs of handicapped and speech impaired LESA children.

The program at Kean College consists of three subcomponents:

Subcomponent I. Meeting the needs of the LESA child in the Resource Room: Training in Bilingual/Bicultural Education for resource room teachers.

The program consists of one semester of planning, recruitment, and curriculum development; two semesters of (1) intensive conversational Spanish designed to break the language barrier between resource room teacher and the LESA child and to aid in communicating with the language minority parents, and (2) course work and seminars on the language (verbal and nonverbal), culture, and problems of adjustment of the bilingual child. (Teachers complete 14 graduate credit hours in this area.)

Subcomponent II. Meeting the needs of the LESA handicapped child in a Bilingual Setting: Training in identifying and servicing the handicapped child for bilingual education and ESL classroom teachers.

The program consists of one semester of planning, recruitment, and curriculum development and two semesters of course work, seminars, and field experiences to be conducted in special agencies for the handicapped. Teachers complete 14 credit hours in the education of the handicapped.

Subcomponent III. Meeting the needs of the Speech Impaired LESA child: Training in Speech and Language Disorders for bilingual education and ESL classroom teachers.

The program consists of one semester of planning, recruitment, and curriculum planning and two semesters of course work, including a seminar and a 24 hour practicum conducted at the College's Speech Clinic. Teachers complete 14 graduate credit hours in language and speech disorders.

Interdepartmental Cooperation

The program is a cooperative effort of the Bilingual Department, the Foreign Language Department, and the Special Education and Speech and Hearing Departments. Appropriate courses were developed by coordinators from the Bilingual Education and the Special Education Departments. The Director for the Bilingual Education Center at Kean College serves as Project Director. The Project Coordinator is a specialist in teaching LESA children.

Program for Special Education Personnel

The program for Special Education personnel is designed to expand the bilingual/bicultural competence of resource room teachers and CST members, enhancing their capability to deal with LESA students in their program.

Objectives:

- To provide a working knowledge of basic Spanish oral language skills, in order to communicate effectively with students and parents. This is being accomplished through an intensive second language workshop to develop basic conversational skills and, through a seminar designed to highlight and review basic terminology dealing with the area of the handicapped, i the target language (Spanish).

- To provide special education personnel with a knowledge of the cultural differences that affect learning styles of the target population.

- To provide, through a seminar, the basic techniques suitable for dealing with the parents of the LESA population who have been classified as handicapped or who have speech/language disorders.

- To provide basic knowledge of the New Jersey Board of Education Law and how bilingual education operates in New Jersey.

- To provide information about some of the basic adjustment problems faced by the LESA student.

The program is carried out by the staff of the Kean College Bilingual Department and the staff of the Kean College Foreign Language Department.

Program for Bilingual Education and ESL Classroom Teachers

The program for Bilingual Education and ESL classroom teachers is designed to expand the competence of bilingual and/or ESL classroom teachers, enhancing their instructional capabilities with handicapped LESA students who have been mainstreamed into a bilingual setting.

Objectives:

- To provide a basic understanding of various handicapping conditions in order to increase awareness of possible problems the LESA child may demonstrate.

- To increase the teachers' ability to identify basic learning problems and to be familiar with the referral process.

- To provide teachers with the skills to plan and carry out an appropriate program of instruction for handicapped students.

- To provide a working knowledge of P.L. 94-142.

- To provide first hand experiences in the area of special education through on site visitations.

This aspect of the program is carried out by the staff of the Special Education Department of Kean College of New Jersey and by one of the staff members of the Bilingual Department of the college who is also certified in special education.

Part II. Descriptions of Federally Funded Bilingual/Bicultural Special Education Training Projects

PROJECT DESCRIPTIONS

PREPARATION OF TEACHERS OF BILINGUAL/MULTICULTURAL HANDICAPPED (ARIZONA)

This project's primary goal is to assist the Department of Special Education at Arizona State University in developing a master's degree program which will prepare special education teachers to provide educational services to handicapped bilingual/multicultural children. The training focus is on service to mentally retarded, language disordered, and behavior disordered children in Arizona and the surrounding Southwest region.

The instructional staff consists of three bilingual/bicultural persons, as well as other faculty members within the Department of Special Education. Training activities include course work and practica experience.

Trainee assessments are based on academic performance and the demonstration of designated competencies during the practicum experience. An evaluation of the project's impact on the children served is obtained from reports made by classroom teachers, school administrators, parents, and community services personnel.

The instructional resources used for training are largely developed in house; however, some diagnostic and instructional strategies are modified and adopted from outside sources. The information dissemination process is currently being organized by project staff. It is anticipated that this task will be completed within one year of the project's implementation.

For further information contact:

Alfonso Prieto
Robert Rueda, Ph.D.
Department of Special Education
Arizona State University
Tempe, AZ 85281
(602) 965-4756

MULTICULTURAL/SPECIAL EDUCATION PROGRAM DEVELOPMENT (CALIFORNIA)

The inservicing of faculty will involve apprising regular educators of various social and educational issues affecting bilingual/bicultural handicapped children. The project serves the full spectrum of handicapped children in San Diego County and the southeast region of California.

The incorporation of a preservice component into the regular educational coursework of the Multicultural, Elementary, Secondary, and Counselor Education Departments (San Diego State University) is a current concern. Thus, those individuals now receiving training in these departments will be provided with a framework for effective management of mainstreamed special education children and youth.

The instructional staff consists of two bilingual persons as well as other faculty members within the Department of Multicultural Education. Most training resources and materials are being developed in house; however, some materials from outside sources are being modified and subsequently adopted.

Project staff and trainees are currently developing assessment techniques to be used in the collection of trainee and child change data.

For further information contact:

Dr. Viola Sierra
Department of Special Education
San Diego State University
5300 Campanile Drive
San Diego, CA 92182
(714) 265-5931/6665

BILINGUAL CROSS CULTURAL SPECIAL EDUCATION TRAINING (CALIFORNIA)

This project provides preservice training to Spanish speaking graduate level students. Training offers participants the opportunity to earn a master's degree in Special Education and specialization credentials in the areas of learning, handicapped, and communicative disorders. Project efforts directly serve bilingual/bicultural handicapped children and youth in the mid-region of California. Collaborative arrangements have been made with local education agencies for service delivery.

There are 31 trainees and 2 bilingual and 7 non bilingual staff persons involved in the project. Procedures for determining project impact on trainees and the target population are currently being developed. While many of the instructional materials have been developed by project staff, some materials from other sources have been modified and subsequently adopted.

For further information contact:

Dr. Gilbert Guerin
Department of Special Education
Washington Center
San Jose State University
San Jose, CA 95192
(408) 277-2646

BILINGUAL INSTRUCTORS FOR THE HANDICAPPED CHILDREN (BIHC) TRAINING PROGRAM (CALIFORNIA)

The objective of this inservice program is to train Asian bilingual teachers in educating handicapped children. Upon completion of the program, the students can earn an M.A. and specialist credentials. The project serves northern California and the San Francisco Bay area.

Presently, there are 20 trainees and 24 instructors, 19 of whom are bilingual. Most of the resource materials used in the project were designed by students and faculty. Training activities consist of seminars, written assignments, review of concept media (e.g., films, videocassettes, and slide tapes), and a practicum experience.

Participants are evaluated by semester exams and teacher observations of performance practica. The Evaluation Institute at the University of San Francisco is responsible for follow-up surveys of trainees' employability and for determining project impact.

The project operates in collaboration with the University of San Francisco faculty and administration, Bilingual Education organizations (Bay Area Bilingual Educational League, Inc., California Association for Asian Bilingual Education, and the BELI Clinic), and several school districts' handicapped education programs.

For further information contact:

Dr. Leo P. K. Yam
Rossi Wing, Lone Mountain
University of San Francisco
San Francisco, CA 94117
(415) 666-6876/8

BILINGUAL HISPANIC COMMUNICATIVELY HANDICAPPED CHILDREN (COLORADO)

The goal of the project is to develop a model program to train master's and doctoral level students as speech-language pathologists to provide services to bilingual/bicultural communicatively handicapped persons. The project serves all bilingual disabilities except the visually handicapped. The geographic location most directly served is metropolitan Denver with outreach to rural Colorado. There are currently six M.A. students and three Ph.D. candidates enrolled in the project.

Learning activities being designed include a curriculum of courses and a practicum. An assessment of trainee competencies is determined by "project specific" clinician evaluation forms and the "ABC Method of Analysis." Participant midterm and final practicum reports provide valuable information about project effectiveness with respect to influencing changes in a child's behavior.

Three university professors in the Communication Disorders and Speech Science Division are actively involved in the project. While none of these instructors is bilingual, seven bilingual individuals on the nine member Advisory Council will help design the model program.

For further information contact:

Patricia Hale Killian, Ph.D.
Communication Disorders and Speech Science
University of Colorado
MA 108, Box 88
Denver, CO 80240
(303) 629-2538

Natalie Hedberg Daves, Ph.D.
Communication Disorders and Speech Science
University of Colorado
MA 108, Box 88
Denver, CO 80240
(303) 629-2479

LEARNING DISABILITIES PROGRAM FOR TEACHERS OF NON ENGLISH SPEAKING CHILDREN (ILLINOIS)

This three year preservice project is designed to train bilingual specialists in learning disabilities (M.A. or M.Ed.) to meet the educational needs of non English speaking children. The instructional staff during the academic year comprises one bilingual and two monolingual professors.

The training includes: (1) theoretical and practical experiences in the course work; (2) practical experiences with parents to provide information for their understanding of the educational and emotional needs of their children; and (3) collection of longitudinal data to document child change data and to analyze the effectiveness of instruments, including nondiscriminatory testing.

The collection of trainee-change data is accomplished through the use of "project specific" questionnaires and academic and practicum course work performance.

The geographic locations served by the project are the Chicago Metropolitan area and adjacent suburbs. A working relationship for referrals has been established with El Hogar del Nino (day care center).

For further information contact:

Rafaela E. Weffer, Ph.D.
School of Education
DePaul University
802 W. Belden
Chicago, IL 60614
(312) 321-8390/1

MINORITY ISSUES INSERVICE PROGRAM (MIIP) (KANSAS)

This three year cooperative project, sponsored by the University of Kansas and the Kansas City, Missouri School District, provides inservice training to local regular education teachers and special education personnel employed in 20 area elementary schools. Special emphasis is on increasing the knowledge and skills of these practitioners who will, in turn, serve handicapped and multicultural children in the Kansas City, Missouri School District.

A package is currently being developed for training purposes. It includes: a training guide and manual for principals and/or special education leaders; an inservice training monograph for teachers; and a 15 minute filmstrip cassette kit. Trainers will be evaluated by pre and posttests, a survey questionnaire, and a mastery exam.

Project information is disseminated throughout the local school district and nationally through The Council for Exceptional Children.

For further information contact:

Ms. Dorothy Preston
Program Implementation Specialist
The University of Kansas Medical Center
College of Health Sciences and Hospital
Rainbow Boulevard at 39th Street
Kansas City, KS 66103
(913) 588-4526

TRAINING PROGRAM FOR SPEECH LANGUAGE PATHOLOGISTS AND TEACHERS TO WORK WITH MINORITY/BILINGUAL PRE SCHOOL AND PRIMARY GRADE CHILDREN (MASSACHUSETTS)

This project offers preservice training for graduate students (M.A.) in speech and language pathology. The project primarily serves the communicatively disordered in Boston, and, in particular, those living in the Roxbury and Dorchester communities.

A collaborative instructional arrangement with Northeastern University allows selection of four or five graduate students each quarter to participate in the project. Thus, trainees can benefit from a practicum experience in addition to University academia.

Trainee evaluations are based on academic performance as well as performance during the practicum. Assessment focuses on diagnostic competency, quality of interaction with clients, preparation for therapy, personal and professional behaviors, and other specialized skills. Child change data are collected mostly through protocols designed to provide diagnostic information on speech and language impairment.

The instructional staff includes one bilingual speech pathologist with consultancy assistance from instructors in the Speech and Pathology Department at Northeastern University and from professionals in the Massachusetts educational community.

For further information contact:

Elise S. Kaufman, M.S.
Department of Audiology and Speech Pathology
College of Education
Northeastern University
360 Huntington Ave.
106 Forsyth
Boston, MA 02122
(617) 437-2495

BILINGUAL SPECIAL EDUCATION PROJECT (BISEP) (MASSACHUSETTS)

This project developed from the collaborative efforts of the Massachusetts Advisory Council of Bilingual Education to the Department of Education and the Bilingual Special Education Training Group Task Force within the Division of Special Education's Manpower. The project serves the full spectrum of handicapped minority children and youth in Massachusetts.

Project BISEP conducted a comprehensive assessment of student needs to determine the nature of the particular services required. The project has made extensive efforts to address these needs through developing publications and holding conferences on nondiscriminatory assessment; conduct regional workshops for school personnel at local, regional, state, and national levels on issues in bilingual/bicultural special education; and deliver statewide inservice training to speech therapists and psychologists in assessing limited English proficiency students. Inservice training is designed to help teachers screen students for language proficiency and special needs. Another focus is the assessment of the learning styles and problems of limited English speaking children.

Since September 1979, BISEP has initiated and funded two model bilingual/bicultural special education graduate programs. One is housed at Regis College, the second at Fitchburg State College with a site at Westfield State College, all in Massachusetts. At present, 50 certified bilingual/bicultural teachers are enrolled in a licensure program.

In addition to the above efforts, BISEP operates an information dissemination service. The project team responds to individual requests for information regarding child placements, programs, and resources available for limited English proficiency students.

Present BISEP activities include: updating research and program models in bilingual/bicultural special education; the delivery of local and regional inservice training; proposal writing for additional funding; and the delivery of daily technical assistance to school systems, agencies, and parents in the area of linguistic minorities and special education.

For further information contact:

Patricia Landurand
Regis College
Weston, MA 02193
(617) 893-1820

REGULAR EDUCATION INSERVICE: GENERIC SPECIAL TEACHER TRAINING PROGRAM (ELEMENTARY, SECONDARY, BILINGUAL) (MASSACHUSETTS)

Preservice training involves course work, research projects, seminars, and practicum experience. Upon completion of project activities, participants earn a master's degree. While the immediate concern of the project is to train qualified generic special teachers, these trainees are expected to collaborate with and give ongoing support to regular classroom teachers. The project services the full spectrum of handicapped children in Boston and Chelsea, Massachusetts.

Specific project goals are: (1) to develop a model Bilingual/Generic Special Teacher Training Program that will bridge the gap between bilingual and special education, first at the elementary level and later at the secondary level; (2) to equip bilingual teachers with special education competencies; (3) to provide needed resources for alternative instructional materials and strategies; and (4) to make parents and community liaison personnel aware of their relationship to the total system of services.

At present, there are 12 bilingual trainees, 8 bilingual instructors, and 20 nonbilingual instructional staff. Trainee change data is obtained through an analysis of pre and posttests and practicum experience reports. Further assessment of project impact, with respect to the target population, is determined through practicum statistics.

For further information contact:

Sister Loretto Hegarty, Ph.D.
Regis College
Graduate Division
235 Wellesley Street
Weston, MA 02193
(617) 893-1820, ext. 240

SCHOOL PSYCHOLOGISTS TRAINING ON NONDISCRIMINATORY ASSESSMENT OF CHILDREN WHO HAVE SPECIAL NEEDS AND LIMITED ENGLISH SPEAKING ABILITY (MASSACHUSETTS)

The primary goal of the project is to develop and implement a program to train practicing school psychologists in nondiscriminatory assessment/evaluation of bilingual and Limited English Speaking Proficient (LESA) children with special needs. The project also provides participants with information about resources available within the school and community.

The 36 trainees enrolled in the project serve LESA children with special needs in Boston and the northeastern region of Massachusetts. The resources and materials used in project implementation were largely developed by project staff. There are eight bilingual and two nonbilingual staff persons assigned to this project.

As assessment of trainee progress is based upon the demonstration of designated competencies. An examination of the kinds of services being delivered by trainees within the school and community is another indicator of project impact.

Information dissemination activities include local presentations about project operations and workshops at state and national conferences.

For further information contact:

Diane Coulopoulos, Ph.D.
Psychology Department
Simmons College
300 The Fenway
Boston, MA 02115
(617) 738-2172

MAINSTREAMING INSERVICE PROJECT FOR CHILDREN OF LIMITED ENGLISH SPEAKING ABILITY (NEW JERSEY)

Inservice training is designed to expand the bilingual/bicultural awareness of resource teachers and child study team members, and to enhance the instructional competencies of bilingual/bicultural education teachers in dealing with handicapped LESA students. The project focuses on meeting the needs of all handicapped children in Union and Essex Counties in New Jersey. Collaborative arrangements have been made with the local education agency, the New Jersey bilingual teachers, and the local task force on Bilingual Special Education.

There are 42 trainees and 5 bilingual and 2 nonbilingual instructional staff persons on the project. Impact on the trainees is determined through an analysis of pre and posttests and attitude scales. Project staff are currently developing an instrument to be used in the collection of child change data. Another project goal is to produce a bilingual manual (including a Spanish-English glossary) to be used by special education personnel.

For further information contact:

Ana Maria Schuhmann
School of Education
Kean College of New Jersey
Morris Avenue
Union, NJ 07087
(201) 527-2405

RECRUITMENT AND TRAINING OF BILINGUAL/BICULTURAL STUDENTS (COMPONENT 8) (NEW MEXICO)

This project is designed to provide training for bilingual/bicultural special education teachers interested in intensive preparation in one of four concentrations: learning disabilities, mental retardation, behavior disorders, or giftedness. There are five master's degree students and one doctoral candidate currently enrolled. Participants are recruited from Arizona, Colorado, New Mexico, and Texas. They must indicate a desire to return to their communities after training and also must hold a bachelor's degree in Bilingual Education.

In addition to earning their respective degrees, trainees have the opportunity to increase their language proficiency in either Spanish or a Native American language. They are also prepared to serve as resource links in the communication network between the Special Education Department and bilingual/bicultural special education programs across the state and southwest region.

The instructional staff consists of 2 bilingual/bicultural persons and the 13 faculty members in the Department of Special Education. Procedures for determining project impact on the trainees and the target population are currently being developed under the combined efforts of staff and participants.

For further information contact:

Dr. Eloy Gonzalez
Department of Special Education
College of Education
University of New Mexico
Albuquerque, NM 87131
(505) 277-5018

TRAINEESHIPS IN PRESCHOOL EDUCATION FOR THE HANDICAPPED (NEW MEXICO)

The primary objective of this project is to provide teachers with a set of competencies and/or skills which will prepare them to address the needs of young bilingual/bicultural handicapped children. Upon completion of training, participants earn nine graduate hours which may be applied toward either a master's degree or continuing education units. Although the emphasis of this project is inservice for teachers, some graduate students are involved in the training curriculum.

The project has the capacity to accommodate 28 to 32 inservice trainees. One bilingual and four non-bilingual staff persons are involved with the project. While many training and/or resource materials are being developed by staff, some materials from other sources are modified and subsequently adopted.

Project efforts most directly serve bilingual/bicultural handicapped children in 32 counties in New Mexico. A brochure explaining project operations is disseminated mostly to elementary school superintendents; directors of special education; early childhood programs in public, private and parochial schools; and all agencies within the state that service the developmentally disabled. Copies of this brochure were distributed at the fall and spring meetings of the New Mexico Council for Exceptional Children in Albuquerque and Roswell.

This training project operates in collaboration with the Department of Special Education, Areas of Bilingual Education, Educational Management and Development, and the Indian Affairs Project.

For further information contact:

Glenna Kyker, Coordinator
Area of Special Education
Department of Education Specialities
University of New Mexico
Box 3 AC
Las Cruces, NM 88003
(505) 646-3237

PREPARE AND RETRAIN TEACHERS IN ADAPTED PHYSICAL EDUCATION (NEW MEXICO)

This project offers preservice training for graduate students who, upon completion of the project, earn either an M.A. or Ph.D. degree. The project also has a non degree/inservice component for retraining teachers in adapted physical education.

Participant training addresses the needs of all handicapping conditions. Project efforts are concentrated in New Mexico and the bordering areas of Colorado, Arizona, and Texas.

At present, there are seven instructional M.S. students and two Ph.D. candidates involved in the project. Information relative to project effectiveness and to trainee change is obtained through competency demonstrations, checklists for employers, surveys, and questionnaires. Child change data is obtained from reports made by classroom teachers, parents, and community services personnel.

Many of the project's resources have been adapted from: I Can Program — Michigan State University; Project EXPLORE (Expanding Programs and Learning in Outdoor Recreation and Education)--Portland State University; PEOPEL (Physical Education Opportunity Program for Exceptional Learners)--Phoenix Unified School District; PREP (Preschool Recreation Enrichment Program)--Maryland National Capital Park and Planning Commission; Project ACTIVE (All Children Totally Involved Exercising); Project PELRA (Physical Education Least Restrictive Alternatives); and STAR (Staff Training for Adapted Recreation).

Dissemination activities include annual project reports, communication with public schools and local/community interest groups, and participation in the National Consortium of Physical Education and Recreation.

The Gallup Branch of the University of New Mexico is in the process of incorporating an A.A. degree in recreation with a training component in physical education that will be modeled after this project.

For further information contact:

Ernest K. Lange, Ed.D.
Johnson Gymnasium
College of Education
University of New Mexico
Albuquerque, NM 87131
(505) 277-5933

PROGRAM ASSISTANCE GRANT: GRADUATE PROGRAM IN BILINGUAL SPECIAL EDUCATION (NEW YORK)

The project objective is to increase the number of qualified bilingual/bicultural special education teachers, bilingual diagnosticians, bilingual resource room specialists, and bilingual/early childhood/special educators in the New York City area. This training offers its participants the opportunity to earn a master's degree in Science with a specialization in Bilingual Special Education (Hispanic focus).

Five bilingual and approximately 15 non bilingual staff persons provide instruction and on site supervision to 28 trainees on various issues relevant to the full spectrum of the bilingual/bicultural handicapped. Collaborative arrangements with a broad cross section of specialists and clients in public and private institutions contribute to project effectiveness.

Trainee and child change data are gathered through a variety of sources: graduate assessment of special education programs; evaluation of on the job graduate performance; assessment of student competencies; and student inventories. Long term effects of the project may be determined by longitudinal case studies which focus on graduates' professional contributions and employer ratings of job performance.

Information dissemination activities include the preparation of exhibits, discussions, workshops, videotapes, publishable research, and a resource center.

For further information contact:

Carmen D. Ortiz, Ph.D.
Graduate Programs, Bilingual Education Program
Bank Street College of Education
610 W. 112th Street
New York, NY 10025
(212) 663-7200, ext. 391

PROJECT MAINSTREAM (NEW YORK)

Project Mainstream operates as a collaborative effort under the auspices of Long Island University, Brooklyn Center, and New York City Community School District No. 13. The project is a non degree/certificate program. It offers inservice training to 35 educators interested in serving the needs of all mildly handicapped bilingual/bicultural individuals within the Bedford Stuyvesant and Fort Green Communities for training implemented by educators with an expertise in educating the bilingual/bicultural handicapped child. The instructional process involves the use of lectures, discussions, and multimedia presentations. Trainees participate actively in experiential activities. On site school visits and follow up seminars are also included. Both trainee change data and child change data are collected through the use of scales and questionnaires. Information regarding project functions is made available primarily in articles and reports.

For further information contact:

Dr. Janet Finell
Guidance and Counseling
Brooklyn Center
Long Island University
Brooklyn, NY 11201
(212) 834-6162

FORDHAM UNIVERSITY SPECIAL EDUCATION PROGRAM: BILINGUAL/BICULTURAL SPECIAL EDUCATION (NEW YORK)

The Special Education Program at Fordham University is a graduate program offering M.S., Ph.D., and professional diplomas in Educational Psychology with a concentration in Special Education. The project provides training in the full spectrum of handicapping conditions and serves both Manhattan and the Bronx in New York. Most training resources are developed in house with the cooperation of the Special Education Program; however, existing curriculum and diagnostic materials have been modified by project staff and subsequently adapted into project operations.

The project functions as a joint effort of the Special Education Program, the School Pyschology Program, and the Bilingual Education Department within the university. At present there are 10 M.S. students and 50 bilingual teachers per year involved in the project. These students and teachers are drawn from the New York City Public School System, particularly District Numbers 3, 4, 7, and 9. Trainee assessments are based on coursework and reports from field supervisors about participant performance and competencies during the practicum. Further evaluation of project impact, with respect to the target population, is determined by classroom teachers' reports.

Information dissemination activities include organizing and implementing a series of workshops and the publication of a locally distributed newsletter.

For further information contact:

Dr. John Hicks
School of Education at Lincoln Center
Fordham University
New York, NY 10023
(212) 841-5276

NEW PREPARATION FOR EDUCATORS OF HISPANIC HEARING IMPAIRED CHILDREN--LATINO INSERVICE TRAINING AND ORIENTATION PROJECTS (LISTO) (NEW YORK)

The objective of this inservice project is to train educational staff and social service personnel to improve their services to Hispanic hearing impaired children and their families in the areas of bilingual/bicultural education and home/school relationships. In addition to working with the State Education Departments of Connecticut, Rhode Island, and New York, the project has made collaborative training/activity arrangements with the Rhode Island School for the Deaf and the Bank Street College of Education in New York. The geographic area served by this project is the entire northeastern region of the United States.

LISTO presently accommodates 24 trainees. An approach to the collection of trainee change data and child change data is currently being developed.

The instructional staff consists of eight people, six of whom are bilingual. The project maintains that "the organization of training precludes the division of staff into bilingual instruction and non bilingual instruction."

At present, the project is engaged in intensive dissemination activities with the schools or systems involved in the project. A presentation about project operation was made at the National Association for Bilingual Education (NABE) Conference, April 16-24, 1980, in Anaheim, California.

See Dr. Lerman's article, "Improving Services to Hispanic Hearing Impaired Students: Relationship to Bilingual Education" in Chapter One of this document for an indepth discussion of the LISTO project

For further information contact:

Dr. Alan Lerman
Training, Research and Educational
Evaluation Division
Lexington School for the Deaf
30th Avenue & 75th Street
Jackson Heights, NY 11370
(212) 899-8800

VOLUNTEER INTERPRETERS FOR PARENTS OF HANDICAPPED CHILDREN--BILINGUAL VOLUNTEER PROGRAM (TEXAS)

The primary objective of this project is to train 40 bilingual/bicultural community volunteers to assist families unfamiliar with the English language in locating community support and services for their handicapped children. The training focus is on the preparation of volunteers as interpreters to all areas and agencies of special education in order to help educate parents of handicapped children. The project serves the deaf/hard of hearing within the bilingual/bicultural communities in the Houston, Texas area. Project activities emphasize inservice training through practicum experiences in 1 of 15 designated social service agencies. Volunteers serve as interpreters in various health, education, and community social service agencies.

For further information contact:

Marilyn E. Perryman
Adult and Continuing Education
Houston Community College System
2800 Main Street, Suite 405
Houston, TX 77002
(713) 524-2128

BILINGUAL PROGRAM IN COMMUNICATION PATHOLOGY (TEXAS)

This project offers an M.S. in Communication Pathology, as well as a non degree/inservice component and a student recruitment component. Training emphasis is on the communicatively impaired in bilingual (primarily Hispanic) populations.

Trainees are selected primarily from the state of Texas; however, enrollment is open to any student in the United States, trusts, or territories who is proficient in a language other than English. At present, four master's degree candidates are enrolled in the project. An assessment of participant performance and project effectiveness is addressed by a "project specific" discrepancy evaluation model.

The instructional staff consists of one bilingual and seven monolingual (English speaking) individuals. Collaborative arrangements include: (1) field based clinical placements for students--Ft. Worth Independent School District, Tarrant County Easter Seal Society, Harris Hospital, and the Child Study Center; (2) reciprocal guest lectures by project staff and faculty at Texas Woman's University (Denton), Southern Methodist University (Dallas), and Texas Wesleyan College (Ft. Worth); and (3) the provision of clinical services to communicatively handicapped children in those community agencies that cannot provide these services in Spanish, including small surrounding public school districts, the Ft. Worth Head Start Program, private schools, church groups, and community groups.

Dissemination activities include newspaper publications, newsletters, radio and television coverage, conferences, meetings, and project announcement brochures.

For further information contact:

Joseph W. Helmick, Ph.D.
Manuela Juarez, M.A.
Division of Communication Pathology
Miller Speech and Hearing Clinic
Texas Christian University
Fort Worth, TX 76129
(817) 921-7620

BILINGUAL SPECIAL EDUCATION PROGRAM (TEXAS)

This project provides preservice training in the areas of evaluation, diagnosis, and counseling. Upon completion of project activities, participants will earn an M.S. in Education with specialization credentials as either an educational diagnostician, diagnostic resource teacher, or special education counselor.

Participant training addresses the needs of all handicapped children and youth but places particular emphasis on learning disabilities. Currently there are eight trainees. The instructional staff is comprised of 2 bilingual and 18 non bilingual persons.

Learning activities include a curriculum of coursework and practical experience. While many of the instructional resources have been developed by project staff, some commercial diagnostic instruments are used. In addition, some materials are modified and subsequently adopted from other sources. As assessment of trainee competencies is determined by means of "project specific" checklists and field experience performance ratings.

This project most directly serves the bilingual/bicultural handicapped in Houston/Galveston and the Texas Gulf Coast. A collaborative arrangement has been made with local education agencies for service delivery.

For further information contact:

Dr. John L. Carter
School of Professional Education
University of Houston at Clear Lake City
2700 Bay Area Blvd.
Houston, TX 77058
(713) 488-9274

APPENDIX

RESOURCE DIRECTORY SAMPLE FORM

The statewide clearinghouse of the Bilingual Special Education Project in Massachusetts has developed a Bilingual Resource Directory that includes the names and functions of bilingual people and agencies serving linguistic minorities. The following form is used to catalog the relevant information for each person or agency. The Resource Book is arranged alphabetically by language. This type of document serves a linkage network and encourages interagency collaboration among personnel from local school systems, universities, hospitals and other agencies serving linguistic minorities.

LANGUAGE

INDIVIDUAL OR AGENCY:

REGION:

TOWN:

Name:

_____

_____

Address:

_____

_____

Telephone: _____

Area of expertise:

___ Advocacy
___ Assessment
___ Consulting
___ Counseling
___ English as a Second Language
___ Interpreting
___ Learning Disabilities
___ Legal Assistance
___ Medicine
___ Neurology
___ Nursing
___ Program planning
___ Program development
___ Program administration
___ Program evaluation
___ Psychology
___ Reading
___ Recreation
___ Social work
___ Speech pathology
___ Speech therapy
___ Teacher Aide
___ Teacher training
___ Teaching
___ Translating
___ Tutoring
___ Others:

___ _____
___ _____
___ _____
___ _____
___ _____
___ _____